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The Mexican-American Affairs Unit of the U.S. Office of Education was established to plan, develop, and coordinate improved educational opportunities for Mexican-American children and adults. Staff members of the Unit conducted a field survey in Arizona, California, Colorado, New Mexico, and Texas to discuss current programs and future needs. Although the survey revealed general interest in Mexican-American education, a lack of coordination among federal, state, and local agencies was noted. The 4 major concerns voiced were early childhood education, teacher training, bilingual education, and adult and vocational education. A 5-state summary of programs and activities of benefit to Mexican-Americans is appended (JEH)

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MEXICAN-AMERICAN EDUCATION

A Special Report

March 1968

OFFICE OF EDUCATION

Bureau of Elementary and Secondary Education

Mexican-American Affairs Unit

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CONTENTS

INTRODUCTION..... 1

IMPLEMENTATION OF RECOMMENDATIONS..... 2

MEXICAN-AMERICAN DEPRIVATION..... 4

FEDERAL PROGRAMS TO IMPROVE MEXICAN-AMERICAN EDUCATION..... 5

SPECIAL PROJECTS AND EXPENDITURES..... 6

FIELD SURVEY REPORT..... 7

General Impressions..... 8

Major Conclusions..... 9

Suggestion Recurrence by City and State (Table)..... 11

Attachment: Activities to Improve Mexican-American Education

INTRODUCTION

The Mexican-American Affairs Unit of the U.S. Office of Education was established in mid-1967 to help plan, develop, and coordinate improved educational opportunities for approximately 5.5 million bicultural, bilingual Mexican-American children and adults. The unit works with State and local educational agencies, institutions of higher education, Mexican-American organizations, and other groups and individuals concerned with the educational needs of Mexican-Americans.

Preliminary study by the unit staff and the Advisory Committee on Mexican-American Education appointed by the Commissioner to assist the unit indicated a need for certain basic information with respect to existing levels of activity. The unit staff initiated efforts to:

(1) Identify Federal education programs which might be used to improve Mexican-American educational opportunity.

(2) Determine what and how Office of Education resources are being used for this purpose.

(3) Acquire firsthand information about plans, programs, and opinions of educators and community representatives with respect to Mexican-American education.

This special report details and summarizes the major findings and information resulting from these efforts.

IMPLEMENTATION OF RECOMMENDATIONS

The studies initiated by the Mexican-American Affairs Unit in cooperation with the Advisory Committee were directed to identification of specific actions which might be taken by the Office of Education to improve educational opportunities for Mexican-Americans.

Analysis of the information collected resulted in a number of suggestions which are being implemented by various units within the Office. Some of the recommendations are general and are being applied by as many Office of Education programs as possible, while others involve specific applications of existing program resources.

General Actions

Each Bureau is being urged to organize a task force to develop plans and procedures for implementing educational programs indicated by this report. Each task force is to be composed of supervisory representatives from each of the potentially applicable programs within the Bureau involved.

Efforts are being made to employ additional Mexican-American professional personnel in various Office of Education programs to improve understanding of Mexican-American educational needs.

Programs which presently are focusing resources on Mexican-American educational needs are being given high priority.

Evaluation and dissemination activities are being strengthened and expanded to identify and encourage adaptation of promising educational programs and materials for Mexican-American children.

Efforts are being made to expand and improve preservice and inservice teacher training programs designed to more adequately prepare teachers of bilingual, bicultural students.

Funds have been requested to implement programs of bilingual education and demonstration projects designed to reduce school dropout rates.

Specific

Title I, ESEA: Each State is being encouraged to increase funding of early childhood education programs for Mexican-American children in Title I target area schools. Expansion of Title I programs for Mexican-American children and efforts to increase Mexican-American parent involvement also are being encouraged.

The Title I migrant section in the Bureau of Elementary and Secondary Education is becoming more directly involved in the development of migrant programs, especially in the Southwest, to help assure effective use of Federal funds in establishment of integrated, quality demonstrations of educational programs for migrant children.

Title III, ESEA: High priority is being given to programs which are developing materials, improving teacher preparation programs, and devising classroom methods to improve educational programs for Mexican-American children. Efforts also are being made to improve dissemination of information about effective programs and practices in the education of bilingual, bicultural students.

Title IV, ESEA: Regional laboratory programs and research projects aimed at Mexican-Americans are being given high priority. The Bureau of Research also is preparing to collect and disseminate data on research relevant to the improvement of Mexican-American educational programs and services.

Title V, ESEA: States are being encouraged to use Title V funds for improving State and interstate educational programs and services for Mexican-American children, especially those who move with their families from one State to another as migrant farm workers.

Teacher Corps: Increasing numbers of Mexican-Americans are being recruited for service in the Teacher Corps and programs in schools with large numbers of Mexican-American students are being expanded.

Adult and Vocational Education: Efforts are being made to expand Manpower Development and Training Act programs for Mexican-American adults, particularly in migrant communities, and high priority is being given to establishment of adult basic education programs.

National Defense Education Act: Conferences of universities and colleges involved in training teachers of Mexican-American children are being encouraged and supported and high priority is being given to improving and expanding inservice training of teachers of Mexican-American children.

Higher Education: Substantial efforts are being made to identify and provide college assistance for talented Mexican-American youth.

MEXICAN-AMERICAN DEPRIVATION

Formation of the Mexican-American Affairs Unit and appointment of the Mexican-American Advisory Committee was prompted by recognition of the extent of impoverishment and educational deprivation among Mexican-Americans.

Numerous scholarly and journalistic studies have detailed and described this deprivation during recent years. These studies indicate that by virtually any measure applied, the average Mexican-American falls far below the norms established by American society as a whole.

One of the most comprehensive recent studies is being conducted under direction of the Division of Research, Graduate School of Business Administration, University of California at Los Angeles. In Advance Report No. 7 of this project, Leo Grebler reports on the Mexican-American "schooling gap."

In the five States of Arizona, California, Colorado, New Mexico, and Texas, in which most Mexican-Americans live, Grebler reports that the 1960 census showed the average 14-24 year old Mexican-American has only 9.2 years of schooling, compared with 11.3 years for the average Anglo-American of the same age and 10.6 years for the average non-white. Among those more than 24 years of age, the differences were even greater.

A 1966 study by the Department of Agricultural Economics and Sociology at Texas A&M University reported that almost 30 per cent of all Spanish-surnamed families in Texas had annual incomes below $2,000, compared with only 15.4 per cent of the State's total white population with such low incomes. The same study reported that more than half the Spanish-surnamed families in Texas had incomes of less than $3,000, compared with 21.3 per cent of the Anglo-American population.

The California Fair Employment Practice Commission reported in 1964 that unemployment rates among men and women of Spanish surname were 7.7 and 11.2 per cent, respectively, compared with 5.5 and 6.3 per cent for Anglo-American men and women. The same study reports that "No schooling at all was reported for 8.3 per cent of the Spanish-surname men and 6.3 per cent of the women. This compares with 1.8 per cent and 1.4 per cent for men and women in the total population and 3.7 per cent and 2.9 per cent for nonwhite men and women."

An article in the June 1967 issue of Atlantic, titled "A Minority Nobody Knows," by Helen Rowan, says:

"Census statistics and other studies show the Mexican-Americans in the Southwest to be worse off in every respect than the nonwhites (Negroes,

Indians, and Orientals), not to mention the dominant Anglo (everybody else). They are poorer, their housing is more crowded and more dilapidated, their unemployment rate is higher, their average educational level is lower...

"The Mexican-American ... school dropout rate is higher than that of any other group, and very few of those who do graduate from high school move on to college."

These examples provide some indication of the depth and breadth of Mexican-American deprivation. The activities of the Mexican-American Affairs Unit are directed to helping change these conditions for the better.

FEDERAL PROGRAMS TO IMPROVE MEXICAN-AMERICAN EDUCATION

A central function of the Mexican-American Affairs Unit is to help plan activities and programs designed to use Federal aid-to-education funds to maximum effect in areas which have high concentrations of Mexican-Americans. Federal assistance programs for education are directed primarily to making quality education available to all, regardless of their socio-economic circumstances or their place of residence. These programs help State and local education agencies and institutions provide early childhood education for preschoolers, new and remedial instructional services for elementary and secondary school pupils, financial assistance to college students, vocational training for children and adults, supplementary training for teachers and other educational personnel, and many other services which would not otherwise be available.

The Elementary and Seconday Education Act of 1965, as amended, provides compensatory programs to meet the special needs of economically and educationally deprived children, innovative and supplementary programs and services, instructional materials, research activities, and assistance to State education agencies to enable them to strengthen their services to local educational agencies. Many of the State and local education programs financed under ESEA are directed to the needs of Mexican-American youngsters.

In addition to the Elementary and Secondary Education Act, other Federal programs under which assistance may be provided to improve educational opportunities for Mexican-Americans include the National Defense Education Act, the Higher Education Act, the Vocational Education Act, the National Foundation of the Arts and Humanities Act, the Manpower Development and Training Act, the Adult Education Act, and other legislative programs administered by the Department of Health, Education, and Welfare, the Department of Labor, and the Office of Economic Opportunity.1/

1/ A mimeographed copy of an Office of Education report on "Federal Programs to Improve Mexican-American Education" is available from the Mexican-American Affairs Unit.

SPECIAL PROJECTS AND EXPENDITURES

A survey of four major Office of Education programs during the 1966 and 1967 fiscal years indicates that more than $20 million in Federal funds were used to support activities specifically directed to the improvement of Mexican-American education during those two years. It is believed that the same or even a slightly increased level of support is continuing.

Among the activities supported during the two-year period of the survey were research projects, substantial portions of two educational laboratory programs, extensive adult education activities in Arizona, California, Colorado, New Mexico, and Texas, exemplary and supplementary center projects, and extensive language arts programs.1/

Educational laboratory activities included development of culturally-based learning materials, planning a model school program for migrants, teacher training programs, and curriculum adaptation.

The adult education programs in the five southwestern States were directed primarily to providing participants with basic education in such skills as reading and arithmetic. Although these projects are not specifically categorized for Mexican-Americans, large numbers of Mexican-Americans were among those enrolled. (Arizona, 50 per cent; California, 62.8 per cent; Colorado, 25 per cent; New Mexico, 35 per cent; and Texas, 70 per cent.)

The exemplary and supplementary center projects supported under Title III of the Elementary and Secondary Education Act were devoted primarily to the development and use of bicultural, bilingual programs and materials for Mexican-American children.

The five southwestern States reported expenditures of $4.25 million in Title I, ESEA, funds to provide instruction in English as a second language and approximately $32 million for other language arts activities under their Title I programs. Based on the percentage of Mexican-Americans in the five-state population, it is conservatively estimated that approximately $9 million of the $36.25 million total was used for the benefit of Mexican-American children.

Estimated expenditures reported in the four major programs surveyed were: Research and educational laboratories, $1.1 million; adult education, $7.2 million; Title III, ESEA, $3.85 million; Title I, $9 million, for a total of $21.15 million.

1/ Examples of the activities supported during the two-year survey period are listed in an attachment to this report.

FIELD SURVEY REPORT

To obtain firsthand information and viewpoints on plans, programs, and needs for improving Mexican-American education, three staff members of the Mexican-American Affairs Unit conducted a field survey in the southwestern States during the first three weeks of October 1967.

Objectives of the survey were: (1) to introduce the unit to all levels of the community in the five States; (2) to obtain observations from the community as to how well current programs are meeting the needs of Mexican-Americans; (3) to elicit recommendations concerning present programs or development of new programs; and (4) to develop priorities to be applied to the allotment of funds for programs directed toward Mexican-Americans.

It was determined that the staff members participating in the field survey would concentrate their respective efforts at spcific levels of the community.

Armando Rodriguez, Coordinator of the Mexican-American Affairs Unit, assumed responsibility for meeting with representatives of State education agencies, teacher training institutions, school board associations, regional Office of Education staffs, and regional educational laboratories.

Dean Bistline was responsible for meetings with local public school personnel and professional education associations.

Miss Lupe Anguiano met with community action personnel, local citizen groups and individuals, and State and national offices of Mexican-American organizations.

Invitations to participate were issued to individuals, institutions, and organizations in the five States and confirmations were received prior to the start of the survey. Simultaneous meetings were then scheduled in each location with representatives from the respective levels of the community.

During each meeting, the purposes and activities of the Mexican-American Affairs Unit were described by the assigned staff member. The meetings were planned as informal, largely unstructured sessions in which participants were invited to provide information on existing educational programs and services for Mexican-Americans and for observations, comments, and suggestions on those programs or additional needs. Notes and statistical records of suggested improvements and/or additions to existing programs and services were kept by the participating staff member.

During the three weeks of the field survey, 101 meetings were held in 17 areas with 1,765 persons. Hundreds of comments and suggestions were made by those participating in the survey.

General Impressions

Members of the survey team were cordially received and found considerable interest among both educators and community representatives in efforts to help meet the critical need for improvement of Mexican-American education.

There was general agreement that current programs and services are inadequate to meet the educational problems of the Mexican-American population and a widespread willingness to undertake new and additional efforts.

As the survey team moved from one location to another it became increasingly evident that there is a serious lack of information exchange about existing effective programs. Persons in most areas had little knowledge about programs in other areas and frequently were completely unaware of their existence.

There was considerable evidence that many school districts lack imagination and creativity in devising new and innovative programs to meet the special needs of bilingual, bicultural Mexican-Americans.

Lack of coordination among Federal, State, and local agencies was a common concern with many of the participants. This deficiency and similar problems are being increasingly interpreted by representatives of the Mexican-American community as evidence that there is little serious concern with their educational problems.

If these general impressions are accurate, it seems obvious that severe problems of communication, coordination, and effective program development must be primary and basic concerns of any effort directed to improvement of Mexican-American academic achievement.

Major Conclusions

A tabulation of the expression of concerns voiced by those participating in the various meetings indicates rather general concurrence among all levels of the community and among the several States. Differences in the degree of concern were noted, however, between the various States and between the differing levels of the community.

An overall analysis of responses ranked the four major concerns, in order of priority, as (1) early childhood education, (2) improved teacher training, (3) bilingual education, and (4) adult and vocational education.

Although there was agreement among both States and the different segments of the community that these are the four major concerns, the ranking accorded to them varied from State-to-State and among the various segments of the community. Leading educational planners gave top priority to improved teacher training, while the intermediate decision-makers and community representatives and parents agreed that early childhood education is the major need. The top educational planners ranked early childhood programs as the second major need, while intermediate decision-makers and community representatives and parents gave the second spot to bilingual education, which placed third with the educational planners. Third place position was given to teacher training by intermediate decision-makers and to adult and vocational education by community representatives and parents, who put teacher education in fourth place among the major concerns. Both the educational planners and the intermediate decision-makers placed adult and vocational education in fourth place.

A similar variation in assignment of priorities was noted among the several States.

Educational planners in California, Colorado, and Texas were in agreement that teacher education was the most important of the four major concerns, while those in Arizona placed early childhood education first, and New Mexico's educational planners placed bilingual education in the top spot.

The intermediate decision-makers in Arizona, California, New Mexico, and Texas gave top ranking to early childhood education, while those in Colorado ranked improved teacher education first.

Community representatives and parents in all five States gave top ranking to early childhood education, but were in disagreement over the relative priority of teacher training, bilingual education, and adult and vocational education. In California, Colorado, and Texas, there was agreement on bilingual education as the second most important need, but

Arizona and New Mexico placed adult and vocational education in the second spot, bilingual education in third place, and teacher education last.

In addition to the four major concerns, participants also put relatively heavy stress on the need for general and specific improvements in elementary, secondary, and migrant education and on guidance and counseling of students. Each of these needs was mentioned more than 100 times during the survey.

The statistical table on the next page provides a complete breakdown by State and topic of concern among the three levels of the community participating in the survey.

SUGGESTION RECURRENCE BY CITY AND STATE

	Early Childhood Ed.	Teacher Ed.	Bilingual Ed.	Adult Ed.	Elem. Ed.	Migrant Ed.	Coun-seling	Second. Ed.
GRAND TOTAL	514	391	360	287	202	140	135	122
Top Educational Planners (493 Respondents)								
SUB TOTAL	141	214	133	106	52	40	61	35
Arizona	39	24	19	16	11	7	4	3
California	34	65	36	39	12	12	24	10
Colorado	16	35	10	9	4	6	4	1
New Mexico	8	19	20	12	7	1	11	7
Texas	44	71	48	30	18	14	18	14
Local Decision-Makers (178 Respondents)								
SUB TOTAL	87	35	36	33	14	19	11	7
Arizona	8	4	4	3	1	0	0	1
California	39	11	17	13	3	2	10	2
Colorado	5	7	5	2	0	1	2	2
New Mexico	10	3	1	4	5	0	0	0
Texas	25	10	9	11	5	8	7	2
Community Reps., Parents (267 Respondents)								
SUB TOTAL	286	142	191	148	136	89	55	80
Arizona	26	12	12	14	11	12	0	11
California	64	42	46	35	27	0	24	8
Colorado	54	20	41	38	20	37	11	2
New Mexico	59	32	33	45	35	22	12	29
Texas	83	36	59	16	43	18	8	30

ATTACHMENT

ACTIVITIES TO IMPROVE MEXICAN-AMERICAN EDUCATION

The following projects and activities are typical examples of some of the efforts to improve educational opportunities for Mexican-Americans which the U.S. Office of Education is supporting. There are many projects not listed here, including large numbers of activities conducted with funds provided under Title I of the Elementary and Secondary Education Act.

RESEARCH

Development of a reading program for Mexican-American children.

Study of two first-grade programs for culturally deprived Mexican-American children.

Production of a film demonstrating the teaching of English as a second language to learners of elementary school age and level.

Study of environmental factors affecting the intellectual development of Mexican-American children.

Development and demonstration of science instruction in Spanish for students of Spanish-Speaking background.

Study to develop guides for teaching English as a second language to elementary school pupils.

Classroom experiment to measure the relative efficiency of two different linguistic models in their application to the teaching of English as a foreign language.

California, Tulare County, project to identify and tutor migrant children of exceptional talent.

Texas, San Antonio, teacher-training program for low-income Mexican-Americans.

EDUCATIONAL LABORATORIES

New Mexico, Albuquerque, development of culturally-based learning materials for Mexican-Americans.

Texas, Austin, development of a model program for migrants, teacher-training, and curriculum adaptation for Mexican-Americans.

TITLE III

Arizona: Flagstaff, Materials for Bilingual Pupils.

Phoenix, Cultural Enrichment and English for Spanish-Speaking Pupils and Parents.

California: San Diego, English as a Second Language.

Sacramento, California Educational Resources Agency.

Calexico, Bilingual Education in English and Spanish.

Stockton, ITA for Bilingual Pupils.

Fresno, Migrant Education.

San Diego, English as a Second Language.

Fresno, Education of Migrant Children.

Colorado: Cortez, Acculturation and Education of Quad-Ethnic Groups.

New Mexico: Las Cruces, Sustained Primary Program for Bilingual Students.

Texas: San Antonio, Inter-American Educational Center.

Edinburg, Rio Grande Valley Education Service Center.

Alpine, West Texas Innovative Education Center.

El Paso, Language Training and Instruction Center.

TITLE III (Cont'd.)

Texas: El Paso, Southwest Intercultural and Language Center.

Lancaster, Exemplary Neighborhood Learning Center.

Bryan, Programma de Education Interamericana

San Antonio, Inter-American Education Center.

Del Valle, Creedmore Bilingual School.

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APPENDIX

Educational Programs for Mexican-Americans Administered by the U.S. Office of Education

The following is a summary of program information of Office of Education activities which may benefit the Mexican-Americans:

1. Elementary and Secondary Education Act of 1965, Title I.

Title I provides financial assistance to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs which contribute particularly to meeting the special educational needs of educationally deprived children.

Major emphasis is being placed on remedial programs (reading, speech, mathematics) and expansion of curriculum. Other types of projects involve English as a foreign language, special programs for handicapped children, library type programs and tutoring or study centers. Related educational services such as guidance and counseling, social work and psychological services are being provided. Special programs are being set up for those who have dropped out of school and to provide special help for those identified as potential dropouts. Food, health, and recreational services are supplementary services being given. Class sizes are being reduced and teacher aides are giving assistance to the teachers so that the teachers' time can be freed of non-professional duties. Special in-service training programs are being given to teachers so that their work will be more effective in providing these children with the incentive to complete their elementary and secondary education. The grade range is from pre-school and kindergarten through grade 12.

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Thus funds may be used by local schools for the benefit of disadvantaged children in any appropriate manner that they see fit. Initiative for implementing Title I comes from the local educational agency. Administrative supervision of programs is the responsibility of public school authorities.

In the five Southwestern States where the majority of Mexican-Americans reside, the following authorization of FY 1966 funds were made:

Arizona	$ 10,463,605
California	78,665,149
Colorado	9,852,685
New Mexico	9,887,794
Texas	78,300,350

Funds provided under Title I are in the form of 100 percent grants to State educational agencies. State agencies then allocate funds in the school districts according to a formula established by Congress. It is impossible to pinpoint with any precision the exact amount of support in a local school district given to Mexican Americans. Even where there are large numbers of Mexican Americans present, one cannot assume that the local public school is serving their interest or meeting their need. Intensive review of these particular schools would have to be made, although data on funds provide information on how much money is going into a specific district.

2. Elementary and Secondary Education Act of 1965, Title II.

Title II provides non-matching grants in such amounts as the Congress may authorize for procurement of library resources, textbooks, and other printed and published instructional materials for use by students and teachers in both public and private elementary and secondary schools. As in Title I, funds are channeled through a State designated agency. Library materials have no language restriction. Books or other resources may be in Spanish, English, or other languages. Since needs and requirements of each State vary, standard plans, programs, and uses of funds can not be expected. Title II funds may be used to purchase textbooks as well as library books. Conceivably, a State could use its entire allotment for textbooks. T tle II funds may also be used to purchase periodicals, documents, tapes, records, physical facilities, equipment, and for administration and financing. It is up to the State designated agency to plan the use of funds, and to aim at an equitable distribution of library materials among all children. For FY 1966 the five Southwestern States had the following estimated obligations:

Arizona	$ 815,164
California	9,308,483
Colorado	1,065,929
New Mexico	590,702
Texas	5,345,745

3. Elementary and Secondary Education Act of 1965, Title III.

Title III authorizes non-matching grants to local educational agencies for centers to provide vitally needed supplementary educational services and to establish model school programs. Special emphasis is put on provision of services not already available and innovation in developing educational techniques and practices. Types of supplementary activities supported include: remedial reading instruction; advanced courses in oceanography; students' little theatres; development of educational radio and television programs; specialized psychological and psychiatric assistance; intensified school social work; and exemplary demonstration programs ranging from a single innovative curriculum to the creation of an entire model school.

Estimated obligations for FY 1966 in the five key Southwestern States are as follows:

Arizona	729,975
California	5,996,364
Colorado	854,131
New Mexico	559,287
Texas	3,720,782

In this program the following projects are specifically directed towards assisting Mexican-Americans:

South Phoenix Area cultural enrichment, a project in Arizona for culturally deprived Spanish-speaking children and parents;

A planning project in San Diego County, California, to consider English as a second language for the Spanish-speaking community;

Bilingual Education in English and Spanish, Grades 7, 8, and 9 in Calexico, California;

A Demonstration-Research Center in Stockton, California using the Initial Teaching Alphabet to be used in first-grade reading classes for bilingual children;

Rio Grande Valley Educational Service Center, to adapt modern technology to the special problems of an area with high Mexican-American population;

A West Texas Innovative Education Center to study the bilingual problems of the Spanish-speaking population in West Texas;

An El Paso Language Training and Instruction Center in Texas to establish a model center for teaching English and Spanish;

Quest for Quality, a project in El Paso, Texas, to plan for two centers, one to teach English and Spanish and the other to provide cultural information on Mexico, for the Mexican-American community in El Paso.

In addition, there are other projects in these States for the disadvantaged which do not identify Mexican-Americans, as such.

4. Elementary and Secondary Education Act of 1965, Title V.

Title V of the Act authorizes a program of grants to State educational agencies for the development, improvement, or expansion of activities which make a significant contribution to strengthening the leadership resources of the State educational agencies and to their ability to participate effectively in identifying and meeting the needs of elementary and secondary education in the States.

In the five Southwestern States the following estimated obligations in FY 1966 were:

Arizona	180,006
California	1,005,831
Colorado	204,123
New Mexico	156,933
Texas	639,131

A particular project involving Mexican-Americans which has been funded under Title V is an Interstate Project, "The Development of State Leadership for Improving Educational Opportunities of Farm Migrant Children." The six States involved are: Arizona, Delaware, Florida, Oregon, Washington, and California, the administering State. Migrant children of Spanish heritage are found in each of these States. Anticipated as a three-year project, its primary purpose is to improve, further develop, and coordinate the educational experiences of the children of agricultural migrant workers. Primarily, the

objectives are to:

1. Develop an information system for identifying the special educational needs of migrant children and for keeping track of their movements;

2. Develop plans and procedures for coordinating the various programs and services on migrant education within each State;

3. Initiate plans for inservice development of school personnel which are directed specifically toward the problems of migrant children;

4. Develop interstate plans for coordinating programs and services to provide continuity of learning experiences of migrant children; and

5. Develop a model for an expanded program of interstate attention to the special problems of extending and improving educational opportunities for migrant children.

5. State Grants for Vocational Education

The Vocational Education Act of 1963 authorizes grants to States for persons who are attending high school, who have left high school, who need training or retraining for employment stability, and who are academically or socio-economically handicapped; and for construction of area school facilities and certain ancillary services such as teacher training and supervision and State administration and leadership.

In the five Southwestern States the following estimates were made in FY 1966:

Arizona	1,460,005
California	11,763,587
Colorado	1,572,719
New Mexico	1,057,440
Texas	10,059,756

The most important fact that should be reported about these States is that they all have State laws which prohibit their reporting enrollments in terms of race or ethnic background. The following information can be provided: Arizona has one special needs program for youth which undoubtedly takes in Spanish-speaking. The vocational educators are working with Title V of the Elementary and Secondary Education Act, to help prepare farm workers for city jobs. This project involved 100 families. Many of the migrants and farm workers are Spanish-speaking. There is also an MDTA project to help teach farmers off-farm occupations.

In the skill center in East Los Angeles, California, seven of the teachers are bilingual. The center is serving 350 trainees. It is impossible to know how many vocational education students in California are Spanish-speaking but, again, there are certain parts of the State where there is a concentration. Vocational Research teams from OE are working with the Mexican-American Foundation to make a study of Mexican-Americans and their relation and attitudes toward vocational education. Generally, the same story goes for Texas. In 1965 there were 19 special needs programs involving 107 teachers and 3,171 students. Again, obviously many of these students were Spanish-speaking. Four new programs are underway now.

6. Manpower Development and Training Grants administered by the U. S. Office of Education.

This is a grant program for classroom and shop training in a wide range of occupations requiring particular skills or competencies. Training costs

may include instructional salaries, purchase, maintenance, and repair of instructional equipment. The following is a brief description of MDTA programs in the five Southwestern States serving Mexican-Americans supplied by MDTA administrators:

Arizona

Spanish Americans are present in most projects. Where there is a high percentage of Spanish speaking trainees, they have hired bilingual instructors. They have had success using encyclopedia Britannica Word in Color reading series for persons illiterate in English. In addition, there are experimental and demonstration projects in Phoenix.

California

The following projects have an appreciable number of trainees of Spanish Surnames in California:

California, Los Angeles, Emergency Committee to Aid Farm Workers Basic Education, - General Farm Hand Training

California, Los Angeles, War on Poverty, Information Center

California, Santa Barbara, Work Training Program Literacy and pre-job orientation

California, Tulare County, American Friends Service Committee, Basic Education

Colorado

There are no special programs for Mexican-Americans as such. About 38% of the trainees have Spanish surnames and many need basic education but they handle the language well enough to make progress.

New Mexico

We have no information on New Mexico as yet.

Texas

No special programs for Mexican-Americans as such can be identified. In San Antonio - South a large percent of the trainees are Spanish-speaking. In these areas most of the people connected with the training programs are bilingual. There are projects at DelMar College, Corpus Christi, and also League of United Latin Citizens project.

7. Adult Basic Education, Economic Opportunity Act, Title II-B.

Adult Basic Education programs are designed to provide ability to read and comprehend at the eighth grade level; to complete applications and other forms, write simple letters of inquiry, and master the basic writing skills required in semiskilled jobs; to understand and use basic arithmetic; to speak clearly in employment and other conventional situations, and to understand directions. Title II-B funds are intended primarily to improve the literacy of the chronically unemployed, persons receiving public or private agency assistance, school dropouts past 18 years of age, persons rejected for military service because of educational deficiencies, migrant farmworkers, and members of minority groups whose basic language is other than English. Funds are allotted to the States

according to a formula based upon population over 18 years of age who are functionally illiterate. Grants may cover for pilot projects, demonstrations, and materials, and to assist in meeting instructional costs. State education agencies are authorized to receive grants under approved plans. The following is information regarding Mexican-Americans in the five States supplied by Adult Basic Education Programs:

Arizona

Thirty-two local Adult Basic Education program average over 50% Mexican-Americans and of these six have 100% Mexican-American participants. From the Program Estimate FY 1967:

> "Arizona is becoming recognized as a natural laboratory State for the study of language problems and learning English as a second language. There are probably 90,000 adults in Arizona who speak Spanish at home or one of 13 different Indian languages or perhaps Japanese or Chinese."

Adult Basic Education is sponsoring a Spanish-English T.V. program.

The research project of the Center for Applied Linguistics is doing a survey in Arizona on Adult Basic Education language needs and materials as part of the general exploratory approach.

California

Of the 13,840 participants anticipated for FY 1967, it is anticipated that more than 30% will be Spanish-speaking Americans.

New Mexico

Of the 2,055 participants anticipated, more than 40% will be Spanish-speaking Americans, mostly Mexican-Americans.

Texas

Of the 74,454 participants anticipated, over 60% are Mexican-Americans.

8. Teacher Training Programs assisting Mexican-Americans.

A. National Teacher Corps, Higher Education Act of 1965, Title V. This is a program designed to:

1. improve the educational opportunities for children in areas with a concentration of low-income families;

2. attract and train teachers and college graduates who will be made available to local educational agencies in low-income areas;

3. encourage the development of broader programs of teacher preparation in colleges and universities.

The following Teacher Corps programs in the five Southwestern States serve Mexican-Americans:

University of Arizona serving the Tucson public schools

San Jose State College in California serving public schools in Salinas

University of Southern California serving four school districts in the Los Angeles area

New Mexico State University serving five local school districts

Texas College of Arts and Industries serving the following areas where there are large percentages of Mexican-Americans: Corpus Christi, Rio Grande City, San Benito, Ben Bolt, and San Antonio.

B. Institutes for Advanced Study, National Defense Education Act, Title XI.

These are grants or contracts to institutes of higher education to operate short-term (usually summer) or regular session institutes for advanced study to improve the qualifications of teachers or specialists in the following fields: history, geography, reading, English, English as a foreign language, modern foreign languages, disadvantaged youth, school libraries, educational media, economics, civics, industrial arts. There are the following programs serving Mexican-Americans:

NDEA Institues for Advanced Study in English as a Foreign Language Texas Western College, El Paso. 48 teachers (grades K-3; West Texas and southern New Mexico). June 13-August 12. Ray Past, Program Director.

NDEA Institutes for Advanced Study for Teachers of Disadvantaged Youth California State College at Los Angeles, Los Angeles. 60 teachers (grades K-6; rural, migrant, Mexican-American, Southwest). June 20-July 29. Lois V. Johnson, Program Director.

University of Denver, Denver. Social Studies. 40 teachers and supervisors (grades 7-9; urban, Spanish-American, Rock Mountain area). June 20-August 12. Roland L. Lanser, Program Director.

C. Graduate Teacher Fellowships, Higher Education Act, Title V.

The purpose of the program is to improve the teaching credentials of persons who have entered or are planning to enter professions in elementary or secondary education. Programs benefiting Mexican-Americans are:

Texas Western College, El Paso, Texas. Disadvantaged Spanish Youth (Reading). (1-6) 25 fellows. Marion Cline, Jr., Program Director

Texas Western College, El Paso, Texas. Sociology.

In addition to the programs described there are a number of other programs administered by the Office of Education which may assist Mexican-Americans. These are guidance, counseling and teaching programs established under the National Defense Education Act which help identify abilities and aptitudes of students and assist them in making career and educational plans. Financial student aid programs such as College Work-Study, Educational Opportunity Grants, Student Loan provide financial assistance to students who need financial support to continue their education. There are also teacher training and fellowship programs in specific fields to which Mexican-American students may apply and which may deal with subject areas of special concern to the education of Mexican-American children.

9. Headstart Programs in FY 1966

The following information was obtained from the Office of Economic Opportunity on Headstart programs in five Southwestern States:

	No. of children participating	FY 1966 funds
Arizona	35 Day Care Programs	43,566
	3,305 Full year Programs	3,033,872
	7,424 Summer Programs	1,191,685
California	1,092 Day Care	497,650
	13,685 Full Year	7,273,095
	28,319 Summer	4,571,117
Colorado	5,053 Full Year	1,352,011
	7,708 Summer	959,641
New Mexico	1,958 Full Year	950,869
	5,525 Summer	1,121,544
Texas	1,469 Day Care	1,172,894
	8,064 Full Year	1,835,848
	34,860 Summer	6,524,275